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ABSTRACT

This course description was developed by educators for use at the Work Opportunity Center which was established to teach high school dropouts and/or hardcore unemployed youth. The ultimate objectives of this curriculum are to develop communicative skills necessary for social interaction and to help the student complete high school graduation requirements. Instructional topics such as (1) words, (2) correctness of expression, (3) rules for writing, (4) expression, and (5) reading materials, are taught on an individualized basis in an atmosphere of "learning by doing." Other features of this course description are a program evaluation, an annotated bibliography, teaching techniques and materials, and case studies. Related materials are available as VT 011 518-VT 011 533 in this issue. (JS)

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COMMUNICATIONS

COURSE DESCRIPTION

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THE MINNEAPOLIS
PUBLIC SCHOOLS

WORK OPPORTUNITY CENTER
107 Fourth Street Southeast
Minneapolis, Minnesota 55414

1969

COMMUNICATIONS

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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INTRODUCTION

In May 1966 the Minneapolis Public Schools received a Federal Grant under section 4C (Research) of the Vocational Education Act of 1963. This grant was provided to finance an educational endeavor designed to meet the individual needs of the dropout and/or hard-core unemployed youth in the 16 through 21 year age group in terms of skill training, related information and supportive services.

Funds are also received from the Minnesota Department of Vocational Education, Title III of the National Elementary and Secondary Education Act, and the Minneapolis Public Schools. All certificated personnel at the Work Opportunity Center must be vocationally certified under the Minnesota State Plan for Vocational Education.

It was felt at the outset that if we were to deal effectively with students in school, it would be necessary to help them deal with their problems out of school. At the present time the WOC staff numbers fifty. Included are personnel in guidance, work coordination, social work, research, health, clerical, building maintenance, and administration.

Facilities are provided in the following areas: Business Education, Communications (related), Creative Art, Drafting (related), Dry Cleaning, Electricity and Electronics, Food Preparation and Service, Homemaking (clothing and interior decorating), Homemaking (personal improvement and focds), Machine Tool Operation, Marketing and Merchandising (retail sales), Mathematics (related), Nurses Aide and Hospital Orderly, Offset Printing, Reading (remedial and developmental), Service Station Attendant and Light Automotive Maintenance, Small Engine Maintenance and Repair, and Social Communications (related). Brief descriptions of these instructional areas appear in Appendix A of this report.

Because of a general and local need for workers in nearly all occupations, the selection of technical course offerings was based largely on kinds of occupations, i.e., those in which a worker has good opportunities for advancement if he has the ability and desire to do so.

Because this report is concerned with the curriculum of a particular instructional area, program descriptions of supportive services are not included. This information is available in the WOC Summary Report of Activity and Research for the period May, 1966 to June, 1968.

The basic differences between instruction at the WOC and in conventional schools are in the setting and the approach.

The setting is a non-school type building with an informal, relaxed atmosphere. Class size is small. No one is ever too busy to give a student some of his time when the student needs it. The unique feature of our "rules and regulations" is that they are either functional or non-existant. The Student Advisory Committee has a strong voice in determining the rule structure at WOC and its implementation. A basic requirement is that a student be enrolled in a technical area. Other than that, decisions are made by students, with all the help they need or will accept from teachers, counselors, social workers, work coordinators, clerical staff, and administration.

The approach focuses on the individual. His needs are paramount. Each student is accepted as he is. His level of achievement or performance is determined, not assumed. He is taken from where he is and is assisted as far as he will go in the shortest possible time. No instructor or student is burdened with a standardized curriculum or a fixed set of materials. Grades are not used. Content is broken down into small instructional units in order to provide continuing positive reinforcement

and to minimize frustration. Successes, however insignificant, are emphasized. Instructors are sincere in their efforts with students for two reasons: 1. Teacher selection was based largely upon the possession of this characteristic of sincereity and, 2. An instructor without a sincere approach would soon have an empty classroom, for the only "hold" he has on his students are the relationships he can establish with them. These positive relationships are not always easy to establish, in fact, are not established at all in some cases (we also have our dropouts).

A listing of techniques, materials, and motivational devices that have been selectively utilized by WOC staff appear in Appendix B of this report.

The results of this kind of an approach are satisfying when evaluated in terms of positive attitudinal changes over a period of time. An outstanding example is the fact that in a school population where approximately one-fourth of the students are on probation or parole, and nearly all have dropped out of the conventional school, there has not been one discipline problem in a classroom or training area.

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Table of Contents

COMMUNICATIONS

Page

Statement of Objectives 1

Attainment of Objectives 3

List of Instructional Topics 6

Annotated Bibliography 7

Appendix A

Brief Descriptions of Work Opportunity Center Instructional Areas A-1

Appendix B

Techniques, Materials, and Motivational Devices B-1

Appendix C

Case Studies C-1

STATEMENT OF OBJECTIVES

To develop in each student:

1. Knowledge and skills that will enable him to communicate effectively.

2. Attitudes that will facilitate positive growth in the area of social interaction.

OBJECTIVE 1

To develop in each student knowledge and skills that will enable him to communicate effectively.

A student achieving this objective will:

1. Express himself effectively through a variety of written communications.
2. Improve his listening and speaking skills as a means of more effectively receiving and conveying ideas.
3. Increase his reading proficiency and broaden his base of interests through the introduction of a wide range of materials.
4. Improve his powers of observation as a means of receiving information.

OBJECTIVE 2

To develop in each student attitudes that will facilitate positive growth in the area of social interaction.

A student achieving this objective will:

1. Express his own ideas, consider ideas of others,and base opinions on the evaluation of a combination of ideas.
2. Help other students willingly and take an active part in group activities of the school.
3. Look for ways to improve his work and will be able to accept constructive criticism.
4. Exhibit some self-direction in selecting and carrying out tasks.
5. Attempt unfamiliar tasks.
6. Develop a feeling of pride in his work.
7. Grow in terms of dealing honestly with himself and others.

ATTAINMENT OF OBJECTIVES

Students may enter the class during any day of the week. The number of students is kept at ten per half hour. This is the only limiting factor in enrollment.

An entering student is asked by the teacher what his plans are and if there is anything he particularly likes or does not like to do in communications. Spelling, oral reports, and parts of speech are commonly listed as student dislikes. Students will most commonly say that they like to read.

The system is explained to the student. He is told that students are enrolled for only half an hour but may stay longer if they wish and may do work at home.

The student is given a file which he is to keep in school. In this file his progress is recorded. Assignments are written down; and if the student is working for points, these also are recorded.

When a student earns ninety points, he is granted a credit. A student gets a point for every lesson he completes correctly, for every short story he reads, etc. A point should equal the amount of effort a student puts forth for a classroom hour in a regular school. Novels and difficult or long lessons are judged accordingly. The reading of a novel may be worth five points, and a written report on it worth one or two points.

The only information about a new student that is immediately available is the student's reading level. Therefore the teacher judges from conversation with the student what material might be best to begin with.

Survey tests in the individual books help determine whether a student needs to study the simpler English material such as English usage and spelling.

As mentioned before, every assignment a student does is recorded on his achievement sheet. This helps the teacher recall what the student is working on and what assignments he has completed. It also provides the student with immediate reinforcement for the work he has done.

As soon as they enter the class, students are generally taught how to work in several books. This introduces them to the material in the room. It allows them to have the variety of material they seem to need to hold their interest. It also enables them to use their time profitably while the teacher is working with another student.

Students seem to prefer direction and plenty of work. They don't know abstractly what they want to do. Only after they have done different lessons can they say what they like and don't like. They have entered class with a goal and are anxious about accomplishing this goal. Therefore they want many lessons to do, and they want to be able to take work home.

The teacher must have a variety of available materials. It is most important that the work is interesting and challenging for the student. He must be encouraged rather than discouraged by tasks.

When textbooks are used, sections are picked from them that will be most helpful for the students. Students aren't asked to start at the beginning of the textbook and work towards the end. If twenty questions are given in a exercise, a student is generally asked to complete only half of them. This is usually sufficient to indicate whether or not he knows the material.

Students prefer workbooks to textbooks. They find them easier to use. Many workbooks are either too easy or too difficult. Again the material within them is used selectively. Some lessons are shortened or omitted.

Although students want many assignments, they prefer short assignments.

Student creativity is encouraged. Students are rewarded with points for the original writing they do. Criticism of student writing is minimal. Corrections are sometimes made to enable students to look for their own mistakes.

Most exercises are checked by the teacher. This interest reinforces the student. If a student is mistake prone, the teacher can help him by going over the directions with him before he starts an exercise.

Student conversation with the teacher is encouraged. Friendliness helps the teacher and the student to enjoy the work. Conversation with a student also gives a teacher clues about why a student left regular school. Knowing student characteristics helps improve curriculum.

Some of the most regular attenders are those who come with friends. Two students may sit at each table. Intermittent conversation is not discouraged.

Pleasantness and flexibility are helpful for a teacher. When students enter they usually are suspicious of the teacher and wary of the subject. If friendly banter or conversation can occur between the teacher and the student, the student usually drops some of his defenses. If the teacher is flexible and willing to let the student try many kinds of assignments, the student is more likely to remain in class since he won't be tied to work he can't tolerate.

The most difficult aspect in teaching this course is that different students begin and complete the course simultaneously. Yet since the students in the class are always changing, there is the continuing opportunity to change and improve the curriculum.

INSTRUCTIONAL TOPICS

A. Words

1. Use of dictionary
2. Spelling
3. Vocabulary

B. Correctness of expression

1. Use of standard English
2. Nominative case and objective case
3. Verb tenses
4. Agreement of subject and verb
5. Adverbs

C. Rules for writing

1. Capital letters
2. Marks of punctuation
3. Letter forms

D. Expression

1. Sentence construction
2. Paragraphing
3. Topic use

E. Reading materials

1. Textbooks
2. Paperbacks
3. Magazines
4. Newspapers

SELECTED ANNOTATED BIBLIOGRAPHY

BOOKS

Anderson, Roland. Proofreading the Typed Manuscript. Anaheim: Litton Instructional Materials, Inc., 1966.

This programmed workbook is helpful in teaching related English.

Botel, Morton, Cora Holsclaw, and Aileen Brothers. 3140 Important Words. Chicago: Follett Publishing Company, 1966.

In this softbound book students can test their spelling of basic words.

Cage, Mabel Vinson. An Oral Language Practice Book. San Francisco: Field Educational Publications, Inc., 1966.

Carlin, Jerome, Henri I. Christ, and Glen Holder. English on the Job. New York: Globe Book Company, 1967.

This book teaches English usage and punctuation well. The material is on a practical rather than an abstract level.

Jochen, Albert E., and Benjamin Shapiro. Vocational English - 1. New York: Globe Book Company, 1968.

A technical context is used to explain language usage. The information is given in short segments that are easy to understand.

Robertson, M.S. Learning and Writing English. Austin: Steck-Vaughn Company, 1964.

This workbook can be used with those who are least skilled in English usage. It has about a third grade reading level.

Salisbury, Rachel. Better Work Habits. Glenview: Scott, Foresman, and Company, 1966.

This workbook has an original, interesting, and thorough approach. Reading, listening, speaking, and writing are included.

Varnado, Jewel. Learning Our Language, Book 1. Austin: Steck-Vaughn Company, 1968.

This workbook offers a thorough review of English essentials. It has approximately an eighth grade reading level.

Varnado, Jewel. English: Practice for Mastery, Book 1. Austin: Steck-Vaughn Company, 1963.

This workbook can be used with those students who can understand such abstract principles of language as parts of speech.

PUBLICATIONS OF THE GOVERNMENT OR OTHER ORGANIZATIONS

Project English Curriculum Development Center, Hunter College, Marjorie B. Smiley, Director. Macmillan Gateway English, Level 1 and 2. New York: The Macmillan Company, 1966.

There are four books in each of these softbound series. The short stories are representative of the different cultures in America. The format of the books makes the stories very easy to read.

APPENDIX A

BRIEF DESCRIPTIONS OF WORK OPPORTUNITY CENTER INSTRUCTIONAL AREAS

BUSINESS EDUCATION

Instruction is offered in typing, filing, bookkeeping, record keeping, and in the use of small calculators, key punch machines, and office duplicating equipment. All instruction is based on current business practice. There are many positions open to students who complete this training. Included are jobs as typists, file clerks, receptionists, and key punch operators.

COMMUNICATIONS (related)

Students work individually at improving their oral language usage, writing skills and study habits. A wide variety of printed materials, audio-visual equipment and materials, and the use of individual study carrels facilitate student progress. Work may be directed toward transfer credit, GED test preparation, or job related skills.

CREATIVE ART

Students work independently. Individual instruction is provided with a wide variety of materials and equipment. The goal is the development of confidence in the areas of decision making, self-expression, and evaluation in art and everyday life. Within this framework, a student may study in depth or he may explore several areas.

DRAFTING (related)

Students taking this course learn the basic elements of drafting. The instructor cooperates closely with the teachers and students in the machine tool operation and electricity and electronics areas in order to teach the drafting and blueprint reading related to these specialized occupations. There are many positions open to machine draftsmen. The skills involved are also basic to a variety of related jobs. Qualified students are referred to area vocational schools, technical schools, or apprenticeship programs for further training.

DRY CLEANING

Students in this area are instructed in all phases of operation of a modern dry cleaning plant. They are encouraged to specialize if they express a desire to do so. Instruction in marking, invoicing, and customer service is handled by the marketing and merchandising teacher. Students can learn basic tailoring and garment repair in the sewing section of the homemaking area. Persons possessing these skills are in great demand in the Minneapolis, St. Paul area.

ELECTRICITY AND ELECTRONICS

This course provides instruction in the fundamental principles of electricity and electronics. Topics include codes, laws, terms, and techniques common to this field. Modern testing equipment is used to diagnose and locate problems in radio and television receivers in order to complete necessary adjustments or repairs. With the present rapid expansion of this field, persons with basic knowledge and skills have little difficulty finding positions in production, service and repair or in advanced training programs.

FOOD PREPARATION AND SERVICE

Students in this area are instructed in the preparation and serving of soups and sauces, vegetables, meats, desserts, and breads. They also gain experience in selecting, ordering, receiving, and storing foods. Instruction is given in proper methods of setting tables and serving customers for those interested in this phase of the industry. Students completing this course are qualified to work in one or more of the following positions: salad worker, short order cook, cooks helper, kitchen worker, bakers helper, and waitress or waiter.

HOMEMAKING (clothing and interior decorating)

Students in this course receive instruction and practical experience in the areas of sewing, garment selection, and home and money management. Other units include interior decorating and related crafts. A special unit in basic tailoring is available for men that are learning dry cleaning. Students may use these skills in their own homes or as a basis for a variety of related occupations.

HOMEMAKING (personal improvement and foods)

Students taking this course work independently in the following areas: personality development, health improvement, foods, and marriage and family living. Topics covered within these areas include proper diet, exercise, grooming, wardrobe care and planning, visual poise, home food preparation, infant care, etc. Young men or women may select one or more parts of this program according to their interests or needs.

MACHINE TOOL OPERATION

Training in machine tool operation stresses the development of skills through practical experiences. Instruction is also provided in related topics. Machines used include the drill press, engine lathe, bench grinder, surface grinder, cutoff saw, and vertical and horizontal milling machines. Students completing this training are qualified for a variety of entry level positions in machine shops.

MARKETING AND MERCHANDISING (retail sales)

Emphasis in this course is placed on retail sales. Theoretical and practical instruction is provided in clerical skills, duties of salespersons, the selling process, and human relations. Review and practice in mathematics and communications is arranged when necessary. Two specialized areas included are cashier-checker and dry cleaning counter girl training. Many full and part-time positions are available to students possessing skills in the field of retail sales.

MATHEMATICS (related)

Instruction is provided on an individual basis for students who desire mathematics related to their technical interests. Work in this area may also be directed toward a high school diploma or the GED certificate. A stimulating variety of materials and methods are used to present theory and practical application.

NURSES AIDE AND HOSPITAL ORDERLY

Students taking this course are instructed in the knowledge and skills necessary for working as aides or orderlies in hospitals and nursing homes. Six to twelve hours a week are spent caring for patients in hospitals or residents in nursing homes. This experience is also valuable to students in home situations.

OFFSET PRINTING

This course provides training in offset printing and related darkroom procedures. Instructional units include composition and layout, process camera operation, stripping, plate making, small press, and finishing operations. Minnesota ranks very high nationally in the number of workers employed in the graphic arts industry. Students completing this course find many entry level positions open to them.

READING (remedial and developmental)

The specific nature of each student's reading problem is diagnosed. A program for remediation or improvement is designed by the instructor and student. A variety of equipment and material is used, ranging from that suitable for very disabled readers to that useful with students reading at the college level. An effort is made to relate classroom experiences to the technical area in which the student is enrolled. Emphasis is placed upon individual contact, with each student given continuing encouragement in his efforts to improve.

SERVICE STATION ATTENDANT and LIGHT AUTOMOTIVE MAINTENANCE

Training in this area is carried on in a WOC operated service station that is open to the public. Instruction is provided in driveway sales, lubrication, engine tune-up, brake work, and other repair and maintenance tasks short of major overhaul or body work. Students may receive related instruction in mathematics, sales, accounting, communications, etc. at the Center in addition to the related units taught at the station.

SMALL ENGINE MAINTENANCE and REPAIR

Persons enrolled in this course work independently on a variety of WOC, student, and customer owned two and four cycle gasoline engines. Instructional units in servicing, adjustment, repair, and overhaul are included. Students seeking employment in this field or those having to operate small gasoline engine powered equipment benefit greatly from this instruction.

SOCIAL COMMUNICATIONS (related)

Student interests and needs are given primary attention. The course offerings include independent study in psychology, government, labor unions, human relations, etc. A large number of references and audio-visual aids are available for student use. Instruction is presented on an individual basis as well as in small discussion groups.

APPENDIX B

TECHNIQUES, MATERIALS, AND MOTIVATIONAL DEVICES

Techniques, materials, and motivational devices that have been selectively utilized by Work Opportunity Center staff are listed below.

TECHNIQUES

1. Teacher-student talks. Teachers endeavor to determine where a student is, achievement-wise, and work with him from that point.

2. Subject matter content is divided into short instructional units, one-half to two or three hours in length.

3. Students are praised for completing a task or short unit. They may receive awards of merit for completing groups of units three or four weeks in length.

4. Students are often allowed to make their own choice as to what materials they will read or study.

5. Work and a record of progress is frequently kept up to date by the student. Self-evaluation - kept in individual student folders.

6. Teachers encourage students to move on to successively difficult tasks when success has been achieved on easier ones.

7. Open door policy - a student may come in anytime either to work or ask a question. Students are, however, encouraged to attend classes as they are scheduled.

8. Frequent, well organized field trips. Students decide where to go and what to look for.

9. Students are asked to make written comment on what they read - little correction - emphasis is placed on ideas and expression, not on grammar, spelling, etc. - teacher learns from and about student.

10. Compliments received concerning performance, attitude, etc. are shared with the student or students involved.

11. Good attendance is encouraged - emphasis is placed on days attended, not days missed.

12. Students keep own attendance by signing in and out of class.

13. Students are occasionally given blocks of work and allowed to progress as fast as possible.

14. Students are urged to call in when they are going to be absent. If a student doesn't call, the instructor or outreach worker calls the student. The emphasis is on better attendance, not excuses.

15. Classroom atmosphere is informal, relaxed, conducive to self-expression. Adverse competition is all but eliminated.

16. Student participation in planning the next day's work increases attendance.

17. Success is increased greatly when class size is kept small. This permits more individual attention, closer supervision, and programs of instruction tailored to individual needs and rates of learning.

18. Teachers notify intake personnel when they feel their class is full. The class size varies with the amount of individual attention each student needs. When the teacher can work with more students they are assigned.

19. Incoming students are given a brief test to determine reading level. Instructors are made aware of each student's reading ability. Students may also be programmed into a remedial or developmental reading situation.

20. Student and teacher work out the fine points of scheduling - agree on short and long-term goals.

21. The programming of students and jobs through the shop is done in the manner followed in industry.

22. Length of class periods and courses are flexible - depends on student proficiency and attitude.

23. Each individual is accepted as worthy regardless of personal appearance, manner of dress, or personality characteristics that may seem negative.

24. The use of advanced students to assist in the instruction of newer students has positive effects on both.

25. Instructors endeavor to establish a "helping" relationship..."I am going to help you get ready for this job." This approach emphasizes "partnership" in learning.

26. Every effort is made to get the students "doing" as soon as possible.

27. Two or more training areas may cooperate in teaching several phases of a course, e.g. Dry Cleaning - Marketing and Merchandising - Homemaking (sewing).

28. Lecturing, preaching, bossing, or threatening by the instructor is avoided.

29. Students are allowed to clean and press their own clothes or those of their family. They become much more critical of their work in these cases.

30. Homework is not assigned unless a student expresses a desire for it.

31. Most technical areas require very little reading or written work. Emphasis is placed on performance.

32. New students enter the program every week.

33. An intensive two-day orientation program is designed to made students feel comfortable in a new setting.

34. Students in the food preparation area plan a menu for the week and then prepare all of the food. Cafeteria-classroom is open to the public.

35. When a student exhibits greater than average interest in an area or department he is encouraged to specialize.

36. Regular office desks and equipment are used in Business Education. Room is arranged like an office.

37. Students are encouraged to accept their peers.

38. Students are asked to underline words or phrases in paperbacks or magazines. The instructor and student then go over these together.

39. The Marketing and Merchandising area is organized like a retail store using regular store equipment.

40. Students are never told that they are not capable of certain things. They are expected to perform. When necessary, realistic alternatives are presented.

41. Dry Cleaning - the use of student planned weekly "Specials", e.g. two skirts for the price of one. This enables students to polish their skills on selected kinds of garments.

42. Instructors avoid negative or emotional reactions.

43. Kindness is shown toward students. They are cared about. Emphasis is on the positive.

44. Instruction is personalized. Students' pictures or portraits (pencil sketches) are posted. Student dress is admired and commented favorably upon if it is in good taste.

45. Students are encouraged to get more education and training.

46. Tape recorders are used to improve oral language usage.

47. Students are shown a process, then allowed to try it themselves. If necessary, they are shown again. They are much more receptive the second time.

48. A manikin is used for student demonstration work in nurses aide classroom.

49. Nurses Aide students receive practical experience in a hospital or nursing home under the supervision of the instructor. They are encouraged to develop their own techniques in handling patient problems.

50. Overhead projectors are used for small group presentations.

51. In creative art demonstrations and/or experiments are carried out by a student or the instructor. This has the effect of motivating other students to try their hand at another art-form.

52. Tests, when used, show a student what he has learned. They are not used to determine grades. Grades are not given.

53. Marketing and Merchandising students learn about qualities of cashiers by going to stores and rating the cashier that waits on them.

54. An attempt is made to have each student learn something new each day.

55. Individual work station tool panels aid shop efficiency and have reduced loss of tools.

56. Student comments or criticisms are accepted with the idea of improving content, techniques, etc.

57. Emphasis is placed upon learning concepts through experiences rather than reading about them.

58. High quality work is encouraged and expected rather than just enough to "get by".

59. Entry and subsequent tests in Business Education are used to show the student what gains he has made.

MATERIALS

1. Short, instructor-produced, materials have been developed on a variety of topics.

2. Pamphlets and paperbacks are used extensively in several areas.

3. Selected materials in related subjects are directed toward the student's vocational interest area.

4. Several newspapers and a large selection of current magazines are used in Reading, Communications, Homemaking, and Social Communications.

5. An individual study sequence in psychology is used in Social Communications that helps promote self-understanding.

6. A series of questions, the answers to which can be found in current magazines, pamphlets, almanacs, atlases or filmstrips.

7. Students select and study materials with large print more often than those with small print.

8. Government Printing Office publications are used in nearly all areas.

9. Language lessons are used that employ local examples and student written sentences.

10. Trade and industrial publications are used in the technical and related areas.

11. No single textbooks are used. Reference materials are available that vary in difficulty and emphasis to accommodate student's ability and interest.

12. A series of retail sales language lessons were developed using Marketing and Merchandising materials.

13. Series of polaroid pictures are mounted and used to show the steps in various processes.

14. Programmed materials are used in several areas. They are supported by individual discussions and problem solving sessions.

15. A card game designed by the students and instructor is used to help students learn capitalization skills.

16. Programmed texts are used in a few areas to polish basic skills.

17. Sound filmstrips used in several areas with projectors that are designed for viewing by one to three persons. These are student operated.

18. Students in two areas are learning new words through the use of a modified tape recording machine utilizing cards with a strip of magnetic tape attached.

19. Films, filmstrips, and sets of slides produced by industry are available for loan or purchase - several areas use them.

20. Teacher produced manuals are used for training checker-cashiers and dry cleaning counter girls.

21. A few games are used in mathematics. The structure and strategy of games provide entry into a wide range of mathematical concepts.

22. Pre-recorded vocabulary tapes are used by students who need work on pronunciation.

23. Industry-produced charts and posters are used by several instructors.

24. Samples or portions of garments are made up showing steps and/or techniques of clothing construction. These are displayed on a series of flip charts.

25. Selected printing jobs are accepted from within the school district if they can be fitted into the training schedule.

26. Students browse and select books on art. They are encouraged to take these home for reading. If the book is a paperback they may keep it.

27. Glaze charts for the four kinds of clay used in art have been presented in four different ways -- mosaic, windchime, freeform mosaic, and relief. These charts, while primarily informative, have also had a motivating effect on students.

MOTIVATIONAL DEVICES

1. Art Shows - Several Art Shows have been set up at W.O.C. and at other places around the city. Work that is on display is also for sale. Most students find greater reward in the fact that people actually liked their work well enough to buy it -- money received seems to be secondary.

2. Coupons - Students receive a coupon worth ten cents for each class they attend. Coupons may be redeemed for lunches, dry cleaning, or automotive service. This system is very popular with the students. It generates several positive effects within our program in addition to providing immediate reinforcement of attendance.

3. Student Projects - Student owned engines, radios, etc. and private non-school equipment are worked on with much more enthusiasm than school training equipment.

4. Polaroid Camera - Pictures are taken of the student at the beginning of a sewing project, as it progresses, and at its completion. These pictures along with samples of the material and different details are mounted on an accordion-pleated story board. Students stop frequently to look at their progress and the progress of others. They also get great pleasure out of bringing in their friends to show them what they have accomplished.

5. Short Term Assignments - Short term assignments have been found to be one of the better motivational devices. A student is more likely to start and work on an assignment if he can see the end.

6. Checklist - A checklist of assignments, worksheets, projects, meetings, and activities is maintained in several areas. As each student in the class completes an activity, a checkmark is put in the proper square.

7. Successful Student Display - A large bulletin board upon which is displayed a close-up snapshot of each student who has gained clerical employment after having attended the Work Opportunity Center and has taken business training. A caption under the picture simply lists the student's name, place of employment, and type of work being performed. Some are depicted by two photos in a "before" and "after" arrangement. Prospective and beginning business students seem highly motivated by this display as they see the success being enjoyed by those pictured.

8. Time Clock - Most small engines students become hourly employees. A time clock was introduced as a training device. Use of this clock has motivated students toward better attendance. It has also simplified record keeping and provides a quick, line of sight reference showing who is in the shop. A time clock is also used in the marketing and merchandising classroom as it would be used in a place of business. Each student "punches" in or out for class as they would on a job. A student is assigned a rate per hour and calculates his earnings. Problems in determining deductions are also used. As a student progresses, his salary rate goes up.

9. Awards of Merit - An award of merit certificate is used in many areas of the Work Opportunity Center. The awards are earned by students for attending various series of classes and for completing certain tasks and assignments. For many students this may be the first such recognition they have received.

10. Insignia - Food Preparation is divided into five levels of accomplishment. Sleeve stripes are awarded to students for performance and attendance in various levels, and also inform the public of the student's position in the kitchen. Students attend and perform to be promoted from one level to another. Promotion is based on agreement of the instructor and the student department head and voted on by the entire kitchen staff.

11. Path to Charm - On "The Path To Charm" certificate, students plot their course with various colored stars as they complete units in personal improvement. Pictures taken with the Polaroid camera are inserted behind a felt paper frame on the certificate. These add recognition and a personal touch which the students need so desperately. Replacement pictures are taken and framed as the girls progress.

12. Books Expendable - This is a program which makes a variety of paperback books freely available to students. Several hundred volumes are on display, in bookstore-type wire racks, in the Reading Center. Students have complete freedom of choice in selection and are not required to seek permission before withdrawing a book. They are, however, encouraged to return the book when they have finished with it and to "swap" it for another. New titles are added each month to keep the collection up-to-date and to stimulate interest.

13. Written Contract System - Students enter into a written contract with counselors, teacher and others concerned. It "binds" both the student and the staff. He agrees to attend for a specific number of class hours, a specific number of days per week with the contract written for a relatively short period of time, depending on the resources of the student.

14. Point System - Because high school credit is important to many of our students, a point system is in effect in most areas of W.O.C. This system helps provide continuing reinforcement and facilitates record keeping and evaluation. One point is the equivalent of approximately one hour of work. Eighty points equals one credit. Fractional credit may also be recommended. This system complements the W.O.C. program.

15. Chart of Learning Units - A chart is on display in the business room depicting the various courses being offered. These courses are subdivided into fractional parts or learning units. The unique feature of the chart is in the visual subdividing. It is greatly simplified so that the student is not threatened by a feeling of insurmountable course work. Credit or check off is made early and quickly after the completion of the most rudimentary tasks. This is recorded on the business student's record card. As the student progresses through the learning units, credit and check off is given at specific junctures.

16. Field Trips - Art students have taken field trips to art museums, galleries, studios, exhibits, and theatres. Hikes and/or sketching trips have been taken to a dancing studio, the river, the downtown area, and the zoo. These trips are popular with the students and are always well attended.

17. Consultations - Individual and group consultations with students help eliminate grievances, improve attitudes, improve attendance, and make the students feel important. They also help instructors determine student needs, desires, etc. and make possible better referrals to other departments.

18. Re-Organization of Service Station - Peg board storage for tools - shelving for oil, etc. - rearranging of impulse sales items, painting back room and office, complete change of salesroom and office area. Helped establish a proprietory attitude in students - it's "our" or "my" station now.

19. Uniforms - An adequate supply of uniforms is maintained at all times at the Service Station and in the Cafeteria. This not only provides clean uniforms at all times, but has also been a definite, motivating factor in these areas.

20. Machine Parts - Students in the machine shop, on occasion, make parts for and rebuild machines that are no longer operable or are inaccurate to the point that they are of little value. This has been an excellent motivational device. A student can actually see the part that he produced functioning as a part of the machine.

21. Unstructured Time - Students are invited into the sewing room to work on an interior decorating oriented craft. A variety of simple projects have been completed. Each student keeps his project. A number of students who previously had little or no contact with each other have worked together in an atmosphere of friendliness and cooperation. These sessions are unscheduled, but generally take place once every four to six weeks.

APPENDIX C

CASE STUDIES

Case Study #1

She was a girl that didn't escape notice. She had a raucous voice, mammoth girth, and a domineering manner. Other students clustered around her. She was a leader but leading in more negative than positive directions.

I first began talking to her when she and a friend would stop by for a piece of the candy I kept on my desk. I introduced myself to her, attempted to make her feel welcome, and encouraged her to enter my Related Communications class. She later enrolled.

Most of the English material I had didn't interest this young lady, but she always wanted work to do. We managed because I had many books and when she got tired of one I'd give her another. Most of her work was done late at night when the house was quiet and when her friends weren't around to distract her.

After she had done work at home, she would come in demanding "I want my points." At that time I had a fifty point reading assignment as part of a credit requirement. The point system proved to be an effective factor. Now a student gets a point for each assignment he does well, and when he has earned ninety points he is granted a credit.

This student was more difficult to get along with than most because she was so outspoken. She once commented to a visitor, "I am mean to the teacher." She couldn't greet me without putting the adjectives "ugly" or "old" in front of my name. Her teasing manner was abrasive but I rarely tried to squash it. If a student can find acceptance while being his honest self in the classroom, he probably will want to be there.

My acceptance of her personality was eventually rewarded with the invitation to "meet my dog." Such a statement might seem ludicrous but I understood it as an indication of what at that time was most meaningful to her.

In order to keep this student busy and involved, I asked her to be my secretary. Neighborhood Youth Corps funds paid her for this work. I didn't realize the honor she associated with this position until she introduced herself to a visitor as "Miss Vickstrom's secretary."

A short time after she started working for me, she accepted a job arranged by one of the WOC job coordinators. She stayed at the job for awhile and did satisfactory work but because of transportation problems decided to work at the Minneapolis Post Office. This job she held through the entire summer.

These changes indicate a progression. Perhaps the small salary she earned at school encouraged her to take a job outside school. Perhaps the interest and confidence she gained while on her first job placement enabled her to take the initiative to find work more conveniently located.

As the girl's involvement grew, her behavior matured. She began to add more classes to her schedule. Fall was approaching and she made the decision to re-enter a regular school.

In an inservice course I had been told that if I took the time to know a few students well, I would be rewarded by knowing all my students better. I invited this student to come to my home for dinner and to bring a friend.

It was a very enlightening evening. I learned about some of her experiences and feelings while in a girls correctional center. She explained how she had been a well behaved child but the turning point in

her life had been a time when her father was beating her mother. The kids turned on him and beat him. After that she went wild, she said. She started doing such things as snatching purses.

When she was sent to a detention home, she felt very strongly that it was the "white world" that had put her there. She felt she couldn't really get the understanding she needed at this state institution because it had no Negro counselors.

As this student entered our program she was described by her counselor as, "a very hostile young lady, openly defiant of adult staff members." But about seven months later he could write, "Her attitude, at the Center has changed considerably. This seems to have come about when she entered her Related English class."

The student returned to regular high school twelve months after she entered our program. I called occasionally to see how she was doing, and the reports though not exceptionally good, for the first time were not bad. She visited WOC after completing the year and said that she had had trouble in only one class.

During her year at WOC this very alienated girl had made some tremendous adjustments. Because someone took an accepting interest in her, she began again to be able to relate to adults. All the staff members made sincere efforts to help her. When she no longer felt the need to fight teachers, she was able to put her energies in a positive direction.

Case Study #2

In this case study we have a young man, 18 years old, who had attended several high schools before quitting permanently. He had tremendous energy but it was sapped by poor health and when available, was not often channeled

in useful directions.

He was the oldest child among seven in a family that made frequent changes in residence. Home conditions were apparently crowded and poorly managed. There was some concern over some early behavior patterns which seemed indicative of emotional disturbance. He was described as "attention seeking" and his aptitudes and achievement were low average. Attendance records show numerous absences and his poor attendance patterns slowed his achievement and resulted in many failing grades. He apparently had never settled down to concentrated study, nor was he ever seriously challenged by the academic atmosphere. He ended his high school pursuits in the eleventh grade, another victim of poor attitudes.

This boy is an interesting example of student who had a complete reversal in attitude. He came to us in January of 1967, and in some way has been associated with the school for over a year.

When he first came, he resisted formal study and made fun of some of those who tried to help him. He still remembers the anguish he tried to cause a teacher-college aide.

After awhile, teachers began suggesting to him that he should go on to college. No task appeared too big for him. For example one of his first choices for outside reading was Crime and Punishment.

During his adjustment period, he got into and out of many scrapes. He needed a job, got some, and lost as many. He was either consistently present or consistently absent.

He always put a tremendous amount of energy into his pursuits at WOC. His satisfaction with the staff depended on how much of his work they could correct and guide.

He was a regular attender again beginning in December. It was then

we opposed each other over the issue of whether or not he should finish his studies at a regular school. He wanted to stay at WOC rather than transfer to another school.

I find it most satisfactory if I have a conflict or a question with a student to have us speak jointly to the counselor. We met with his counselor who told him that if he intended to go on to college, he could get the best preparatory help in a regular school. He adjusted to this idea.

During the interview, I had asked him if he had learned to like studying. His answer was that, well, studying had at least kept him out of trouble.

We find that students need help in raising their goals and understanding the efforts involved.

Phase three began when the student contracted mononucleosis and was out of school for more than a month. The homework he turned in included seventy book reports. These reports were on a variety of books: Hawaii, To Kill a Mockingbird, the James Bond Series, and high school romance and sports stories. I asked him if he read many books before he came to WOC, and he answered that no, he hadn't bothered to. Like many of our students, he possessed considerable amounts of nervous energy. This can either get a young person into trouble or be channeled to good use.

Shortly after he had recovered from mononucleosis, he was involved in an automobile accident and spent additional time in the hospital. Such changes seem to constantly affect our students. We have to continually re-evaluate their plans and progress with them. Plans made one month might not be suitable the next. Therefore, we have to be very open-ended in our planning.

The following are two autobiographies written by him. They reflect a year's time and, I think, a change in attitude and skill.

WHERE, WHY, TO (upon entrance to WOC)

I came previously from _____ High School. Which I didn't like, so I skipped a lot, thats why I was kicked out, and thats why I am here. I started school at _____ in September, but ended up at _____.

I haven't passed a English class in High School yet, mostly because I skipped class too much, otherwise it was interesting and there were a lot of things to do.

After I leave here, I plan on returning to school and get a High School diploma, and after that I plan on joining the service and becoming either a Tank Commander or a Pilot.

I have previously went to (schools).

When I come out of the service, I would like to be a Journalist, a Policeman or a Boxer.

My classes at WOC are English, Math, Social Studies, Print.

February 29, 1968

My plans for the future are almost fulfilled. If everything goes well, I plan to be a social worker or grade school teacher. I am taking all the courses necessary to become a teacher. These courses are English, Math and History.

After college, I plan to teach and help the poor people of this country

I was born October 11, 1949 in Minneapolis and I have four brothers and four sisters, all younger than I am. My father has retired from civil service work and my mother keeps house for all of us.

When I was younger, I played baseball and football and made money shoveling snow and raking lawns. About three years later I became a paper-boy and I held this job for one year. Then I became a cook in restaurants.

All of my schooling has been in Minneapolis. I attended eight different

schools. I am taking a Retail Sales course, so I can become a salesman during the summer. My grades are about average and would have been better if I hadn't missed so much school because of illness.

About four years ago I went to a Minnesota Twin tryout camp, where I met many great baseball players.

I had very much fun and learned many things I hadn't known before. Then I went to Chicago, Illinois, where I seen many important places like statues, museums, and baseball stadiums.

I go to church regularly and used to belong to a Catholic youth group. At one time I was a captain of a baseball team.

Case Study #3

The young man in this case study was a three-sport athlete who had received statewide recognition for his gridiron prowess. Physically he was potential college and professional football material. But unfortunately, academically, socially, and personally, he drew a big zero, at least from teachers who had known him.

As a boy he had grown up within the inner city in a deprived home situation. He lived with an aunt and uncle. There were 10 other children in a crowded family situation.

He entered a vocational school in the tenth grade and was somehow able to earn 22 credits over a three year period. Teachers saw some improvement in his personality but as one observer put it, "he was a problem to everyone including himself." His athletic participation carried him along but he failed to graduate with the others of his class. His best hope for continued consideration in achieving graduation and a further career for his talents lay in the Work Opportunity Center. He was directed here by a high school counselor working with dropouts.

The student was directed to WOC because no other school would take him. He had gotten into numerous troubles at his previous school and was thus unacceptable at the usual schools. This was an indication that personality change needed to parallel his academic progress.

I can't remember the incident, but I do recall him explaining to me how a conversation with his reading teacher helped prevent a fight that almost erupted during his first weeks' attendance at the Center. Because our teachers step in with concern and understanding, we don't have many student temper explosions at WOC.

Depending on his mood, he occasionally would insult or compliment me. I don't appreciate most student comments, yet I know these came from deep within him. I disapproved with looks rather than words. If I had tried to force him to be quiet, I probably would have lost, and I thought it better to concentrate on a more positive approach. I wanted him to know his own abilities better and to acquire the English skills that would help him in college. He had an athletic scholarship which would take him to college in the fall.

He was noisy in the student commons and in the classroom. Again, this noise was difficult to tolerate. To do so was easier when I realized that he must have come from a noisy environment. Once he was absent for a week. When he came back, he mentioned that his relative had kicked him out of the house. Our students often have many problems to face in addition to those they face in school.

Although very bold outside the classroom, he was too shy inside, shy of work, that is. He had spent so many years using his brain to get out of work that he was afraid to encounter a test of his knowledge. He lacked the habit of using his potential scholastic abilities and had found that he was

able to get along quite well through various avoidance tactics. The block was big and there had to be a willingness to begin to change. We felt the best approach was to accept rather than antagonize.

The only way I could get him to remain attentive long enough for a diagnosis of his communications skills was to sit down and go over the test with him orally. By my hints and assurances, by my tone of voice, I then could help point out to him what he did know and what he needed to learn. Several times I've had to revert to this method to help students who were threatened.

I believe this is an important policy: try to meet students where they are. We don't have set standards of behavior that we expect students to unequivocally meet. We have standards we hope our students will help themselves to reach.

I've mentioned two things that as a teacher I have to do: wait quietly for unpleasant behavior to change, and, at times, put more energy into the student's learning particular materials than the student does himself. Strong honesty occupies a third place. I once sat this student down and told him what I thought were faults that got him into trouble and suggested that he seek some help in working them out. This I did only after telling him those things that I respected in him.

I have often wondered how I get by with sometimes being so honest and direct with students. Part of this is that I speak only in a positive atmosphere when speaking conditions are right. I find I can say almost anything to a student as long as the student knows I am right. If I just guess about what is bothering them, I do not dare speak.

It was time for his graduation. He had achieved enough to pass the tests, and he had gladly read the required books. He had earned his credits.

Yet I could hear the question forming in his mind, "What have I accomplished?" I could hear my defenses answering, "Well, I put up with you." Then together at lunch one day the question was asked of him, "What have you done to earn these credits?" I don't know if I answered but he eventually did in complimentary tones. "Well, I was in the room with a lady." I think he was surprised by the warm treatment he had received.

Two of his teachers gave him an off-to-college card with gifts of several dollars enclosed. He used this money to buy thank-you cards which he made applicable with some words of his own. He gave the cards, as he said, to those teachers who had meant the most to him.

He thus went off to college, not with all we wanted to give him, but with all that he could accept at that time.

Almost three quarters of a year later, he came back to visit. Although he was the only minority student at this midwest college, and though he wasn't accustomed to the academics, he managed to stay.

He came back with some word of what he had done, both personal and scholastic achievements. He talked to teachers and other WOC staff members. Secretaries and all staff here had a part in helping to improve his image. He is quieter and more mature. He says that what he learned here helped nim in college. He tells that he has a scholarship offer from a college in the far southwest of the country. He says, "Thanks, thanks for everything "

I don't know what the everything was, but I do know that I'm glad that the little bit we could do seems to have helped a great deal.